2002-2003 Annual Report to the Ministry of Advanced Education

May 2003

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER
SUPPORTING BC's EDUCATION SYSTEM

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2002-2003 Annual Report to the Ministry of Advanced Education

May 2003

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BRITISH COLUMBIA COUNCIL ON
ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

May 2003

Mr. Gerry Armstrong
Deputy Minister
Ministry of Advanced Education
PO Box 9884, Stn Prov Gov't
Victoria, B.C., V8W 9T6

Dear Mr. Armstrong,

We are pleased to present the 2002–2003 Annual Report of the B.C. Council on Admissions and Transfer.

On March 18, 2002, you sent us a Management letter, in which you outlined the expectations the Ministry of Advanced Education had for the Council in 2002–2003. In particular you pointed to those aspects of the Ministry goals, priorities and targets that relate to the Council's mandate, and noted the establishment of an accountability framework. In this Annual Report, we detail how the Council has addressed and met those expectations, and provide information on other projects and initiatives we have undertaken to address the provincial goal of a "top notch education system." In particular you will note that the Council exercises its position to impact positively on key Ministry priorities related to encouraging system integration, improving graduation rates and expanding choice for students.

This year has seen significant enhancements to the efficiency of the transfer system. By utilizing technology we have significantly improved the speed and accuracy of the evaluation of transfer requests and consequent recording of transfer agreements. We have made a successful transition in eliminating the increasingly unwieldy print-based record of transfer agreements, now relying exclusively on our Internet site *(http://www.bccat.bc.ca)* to manage distribution and online searching of transfer credit agreements. We have provided essential information to system members through our redesigned *B.C. Transfer Guide*, our second edition of *B.C. Transfer TIPS*, and through several research reports, and we have successfully concluded a number of multi-institutional projects designed to implement innovative approaches to articulation and transfer.

The year has also been a challenging one in many ways, partly due to changes to post-secondary institutions, and also due to internal staffing issues here at the Council. However, we are pleased to observe continuing support from all sectors of the B.C. post-secondary system, including a constructive and facilitative relationship with the Ministry, as we seek to improve the transfer environment for all students.

Yours sincerely,

Bob Brown, Co-Chair
Frank Gelin, Co-Chair and Executive Director

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1. 2002 – 2003 IN BRIEF

The mandate of the BRITISH COLUMBIA COUNCIL ON ADMISSIONS AND TRANSFER is to support and facilitate effective articulation, transfer, and admission arrangements for students wishing to move between the province's colleges, institutes, university colleges and universities.

The Council was established by the Minister of Advanced Education & Job Training in 1989. Its key role is to encourage the collaborative leadership that is required throughout the B.C. post-secondary education system to develop and maintain a system of articulation that benefits students by improving the transferability of their academic credits.

During the past year, the Council has taken a number of steps to improve both the efficiency and effectiveness of the B.C. Transfer System and to provide the system with information to help us assess effectiveness and plan for further enhancements. The Council has also faced a number of challenges internally and externally as it worked to implement its mandate and role.

1.1 General Highlights

1.1.1 Implementation of the Web-based Transfer Credit Evaluation Form

This electronic form has now, in one year, replaced the previous paper form in all but one of the institutions in the B.C. Transfer System. Users report high levels of satisfaction at its speed, efficiency and ease of use. This innovation represents a major step forward in providing enhanced cost-effective administrative procedures for our post-secondary transfer system.

1.1.2 Publication of Second Edition of B.C. Transfer TIPS and Related Facilitation Guide

Building on the results of the evaluation conducted last year, this year staff rewrote and reorganized large portions of *B.C. Transfer TIPS* and produced a second edition. In turn this necessitated changes to the related *Facilitation Guide*, which were undertaken by the Career Education Society.

1.1.3 Publication of Redesigned B.C. Transfer Guide

The removal of the transfer tables as the core content of the print publication, the *B.C. Transfer Guide*, allowed for a complete reworking of the content. This publication will now function as an authoritative guide to how transfer works in B.C., on a more formal basis than *B.C. Transfer TIPS*.

1.1.4 Redesign of BCCAT Online, including Changes to the Online Transfer Guide

A new "look" was implemented for *BCCAT Online*, the main objective being to improve ease of navigability. In addition, new content from the redesigned *B.C. Transfer Guide* was inserted as appropriate.

1.1.5 Articulation Projects

Eight Transfer Innovation Projects and three Transfer and Articulation Projects were concluded this year. Each project was designed to improve transfer, or to provide better information on transfer in a specific discipline or program.

1.1.6 Publications

This year BCCAT published 16 different items, including a newsletter, a bookmark, handbooks, research reports and special reports. Most were distributed widely in the system as part of our overall communication strategy.

1.2 Recent Research Highlights

Numerous research projects designed to assess transfer system effectiveness and issues within post-secondary admissions policy were completed this year. Highlights from three projects follow here.

1.2.1 Ten Years Out: Educational and Occupational Patterns of the Class of '88

This report is based on a ten-year longitudinal "Paths on Life's Way" project undertaken by Dr. Lesley Andres of UBC which examines students' lives, choices and post-secondary education and work experiences across different points in time.

- Over 80% of respondents had attended a post-secondary institution within one year following high school graduation.
- 72% of those who were non-participants directly out of high school eventually became participants.
- By 1998, almost 50% of both women and men had earned Bachelors degrees or higher.
- There is a clear association among completion of academic courses in high school, grade point average and post-secondary completion.
- In all post-secondary completion categories, women earned less money than men.

1.2.2 Analysis of Applications, Admissions and Registrations of B.C. College Transfer Applicants to B.C. Universities, 2001-02

This report summarizes the multiple application, qualification, admission and registration patterns of the 8,792 college transfer students who applied for admission to at least one of four B.C. universities (SFU, UBC, UNBC, UVic) in 2001-2002.

- Of the 8,792 students submitting a completed application, 7,497 (85%) were minimally qualified for general admission, 6,400 of these (85%) received at least one admission offer, and 5,253 of those offered admission (82%) registered at a university.
- These 5,253 registrants represent 60% of all applicants and 70% of the qualified applicants.
- 86% of applicants applied to one university only; 11% applied to two; 2% applied to three.

1.2.3 2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the B.C. College & Institute Student Outcomes Survey

The 2002 study expands on findings of the 2000 survey by including an additional set of questions of those respondents who did not continue their studies and their reasons for non-continuance. Some differences in results between the two surveys are noted.

- Close to half (47%) of all respondents continue their studies after leaving their original program.
- Of those who continue, 94% study in B.C.
- Over two thirds of respondents who continue in the B.C. public system transfer to a different institution for further studies. The remaining third start a different program at the original institution.
- Universities receive 67% of all transferring students.
- Of those who continue their studies after leaving their original institution:
  - 92% are enrolled in the institution of their choice;
  - 94% are in their preferred program of study; and
  - 85% are enrolled in all the courses they wanted.
- While over half (56%) of former students who do not go on to further study say they want to continue, only 15% of these students formally apply to do so within one year of leaving their institution. The top four barriers to applying include:
  - a need to work (46%);
  - a lack of financial resources (16%);
  - a needed break from studying (11%); and
  - personal circumstances (10%).
- 88% of students who expect to transfer credits are "very satisfied" or "satisfied" with their overall transfer experience (up 2 percentage points from 2000).
- The percentage of former students reporting unmet transfer expectations fell between 2000 and 2002 from 12% to 10%.

1.3 Factors that Impacted BCCAT Operations

Internal and external factors combined this year to create some unexpected impacts on the work of BCCAT.

1.3.1 Staffing

Our Executive Secretary was diagnosed with a serious condition in spring 2002 and has been on long-term medical leave since that time. This necessitated adjustments to our work plan, as we coped with a reduced staffing level. One major consequence was the decision to cancel the annual meeting of Articulation Chairs and System Liaison Persons, which normally takes place every February. In the fall, we hired a part-time Acting Executive Secretary, Valerie Yorkston, and this enabled us to catch up on communication with articulation committees.

BCCAT operations suffered another serious blow in March, when our Transfer Guide Coordinator and Publisher suffered a major illness prohibiting him from working. Consequently, BCCAT has entered into a contract with the Centre for Education Information (CEISS) to maintain and update regularly the *Online Transfer Guide* and *BCCAT Online*. CEISS has been extremely cooperative and helpful in a very difficult situation, and BCCAT appreciates enormously their willingness to step into the breach left by our Transfer Guide Coordinator's unexpected illness.

This event highlighted the need for further risk management and contingency planning and for backup support for all aspects of *BCCAT Online* and publishing activities. BCCAT staff will be examining this aspect of its operations throughout 2003–2004.

1.3.2 Degree Authorization Act

The new climate for private post-secondary education in B.C. is reflected in the Degree Authorization Act, which establishes a process for the approval of private institutions to offer B.C. degrees. BCCAT staff fielded numerous inquiries from both public and private institutions about the potential process and the ramifications for the public system, sought clarification about the position of private non-degree granting institutions, engaged in dialogue with the new Private Institutions and Sector Initiatives Branch of the Ministry, and in a variety of forums endeavored to clarify the situation regarding private/public articulation and transfer in B.C. In recognition that our work in this area represents a significant expansion to our mandate, and in light of other workload pressures, Council has requested an additional staffing allocation in the 2003-2004 budget, and the Executive Director spent considerable time formulating and compiling the background documents to accompany that request.

1.3.3 BCcampus

Transfer of courses is an important founding principle of BCcampus, and as such BCCAT has been involved in an advisory capacity since the *e-merge* initiative. BCCAT has now been requested to appoint a representative to serve on the Steering Committee for BCcampus.

1.3.4 Institutional and Agency Changes

Numerous changes in the B.C. post-secondary system have impacted on BCCAT operations this year. Examples include the dissolution of the Technical University of B.C., announcement about changes to the status of the Open Learning Agency, amendments to legislation allowing colleges to offer Bachelors degrees and university colleges to offer Masters degrees, large-scale downsizing at CEISS and C2T2, changes to undergraduate curricular requirements at one of the largest universities, and numerous program changes in many institutions in response to budgetary pressures. The impact has been felt in terms of slower response time, staffing changes and loss of articulation administrative expertise, and numerous queries as to implications for articulation relationships or program change.

1.3.5 Inter-Provincial and International Transfer Initiatives

It is becoming increasingly difficult to confine the mandate of the Council to the B.C. post-secondary system, in the light of many pressures at the federal level to improve inter-provincial mobility and credit transfer. In addition, since BCCAT is recognized as a leader in the field of articulation and transfer in this hemisphere, Council expertise is in high demand.

2. THE B.C. TRANSFER SYSTEM

2.1 Institutions in the B.C. Transfer System

As of March 2003, the British Columbia Transfer System consisted of 28 public and 4 private post-secondary institutions.

- ***Colleges (main campuses): (11)***

  Camosun College (Victoria)
  Capilano College (North Vancouver)
  College of New Caledonia (Prince George)
  College of the Rockies (Cranbrook)
  Douglas College (New Westminster)
  Langara College (Vancouver)
  North Island College (Courtenay)
  Northern Lights College (Dawson Creek)
  Northwest Community College (Terrace)
  Selkirk College (Castlegar)
  Vancouver Community College (Vancouver)

- ***Institutes (main campuses): (5)***

  British Columbia Institute of Technology (Burnaby)
  Emily Carr Institute of Art and Design (Vancouver)
  Institute of Indigenous Government (Vancouver)
  Justice Institute of British Columbia (New Westminster)
  Nicola Valley Institute of Technology (Merritt)

- ***Private Institutions (main campuses): (4)***

  Columbia College (Vancouver)
  Coquitlam College (Coquitlam)
  Corpus Christi College (Vancouver)
  Trinity Western University (Langley)

- ***University Colleges (main campuses): (5)***

  Kwantlen University College (Surrey)
  Malaspina University-College (Nanaimo)
  Okanagan University College (Kelowna)
  University College of the Cariboo (Kamloops)
  University College of the Fraser Valley (Abbotsford)

- ***Universities (main campuses): (6)***

  B.C. Open University
  Royal Roads University (Victoria)
  Simon Fraser University (Burnaby)
  The University of British Columbia (Vancouver)
  The University of Northern British Columbia (Prince George)
  The University of Victoria (Victoria)

- ***Yukon Territory: (1)***

  Yukon College (Whitehorse)

2.2 Number and Type of Transfer Arrangements

The B.C. Transfer System is designed to allow students to pursue their first year or two of academic or applied study at a community college, a university college or an institute and have this work recognized by a degree-granting institution towards the completion of a Baccalaureate degree. Additional transfer routes are also possible (e.g. from college to college, university to university, etc.).

While in the past the *B.C. Transfer Guide* (print publication) contained the formal record of all such transfer agreements, this is now accessible only through the *Online Transfer Guide*. Records are available in two formats: a searchable online database and downloadable tables for each institution in Portable Document Format (PDF). (See page 17 for more detail about the changes to the *B.C. Transfer Guide* and the *Online Transfer Guide*.)

- The *Online Transfer Guide* lists equivalencies for first and second year courses taken at 25 "sending" institutions, transferring to 12 "receiving" institutions.[1]

- There are, on average, 6.5 transfer arrangements in place for every articulated course at a sending institution.

- The *Online Transfer Guide* also contains a course-to-course database of equivalencies for Business Management Diploma Programs in B.C.

- The total number of courses included in the *Online Transfer Guide* fluctuates according to ongoing changes resulting from the introduction of new courses and deletion of old courses. Changes in course prefixes, course numbers and their assigned number of credits are recorded approximately twice a month.

- In addition to individual course equivalencies, over 600 block transfer arrangements are in place to allow students to receive credit for completed programs such as certificates or diplomas usually related to specific degree programs.

- The *Online Transfer Guide* contains information about flexible transfer agreements that have resulted from the work of several articulation committees funded through the Transfer Innovations Fund. Under the heading "Program Transfer," the *Online Transfer Guide* lists agreements or information regarding transfer pathways. New this year are informative sections for students interested in transferring within the disciplines of Biology, Forestry, Adult Education, Earth Sciences, and Women's Studies.

[1] While all institutions send and receive students, they are identified in the *Online Transfer Guide* as either primarily sending institutions or receiving institutions, and in some cases both, based on their major role.

- Also included in the *Online Transfer Guide* is transfer information for International Baccalaureate, Advanced Placement and Adult Basic Education programs, a comprehensive section on transferring with an Associate Degree, and a "Transfer Help" menu.

- This year we celebrated two significant milestones. In February, the visitor counter on the Home Page registered its one millionth "hit". Furthermore, since many people have the *Online Transfer Guide* bookmarked, the most popular page ("Query by Sending Institution") reached the 1 million hit mark in mid November.

- The Transfer Guide Coordinator and BCCAT staff respond to numerous email queries each year. This year we saw an increase in the number of queries from outside B.C. and from outside Canada.

2.3 Online Transfer Guide Statistics Comparison

The change in activity reflected in the *Online Transfer Guide* database over the previous year is highlighted in the following table.[2]

	March 31, 2001	March 31, 2002	March 31, 2003
Number of individual "sending" institution courses	7,235	7,386	**7,669**
Number of course transfer agreements	45,392	47,281	**50,172**
Number of transfer agreements per course	6.27	6.4	**6.5**
Number of Block Transfer arrangements	500	605	**602**
Number of changes made to the database records	*4,430	5,510	**6,427**

*This is an annualized figure based on the 1,846 changes recorded in the Annual Report for the 5-month period November 2000 to March 2001. It indicates an average of 369 changes per month, compared with 459 changes per month in 2001-2002.

[2] These numbers provide a "snapshot" as of the end of each fiscal year, with the exception of the number of changes made to the database records, which is a cumulative total for the twelve-month period.

3. BCCAT PERSONNEL & PARTICIPANTS

3.1 Council Members

Dr. Bob Brown (Co-Chair)*
Dr. Frank Gelin (Co-Chair & Executive Director)
Dr. Margaret Anderson - university faculty
Mr. Dileep Athaide - college faculty
Dr. Roger Barnsley - colleges, university colleges & institutes*
Dr. Roger Blackman - universities
Mr. Rick Carruthers - secondary school sector*
Ms. Nancy Clegg - college/institute faculty (from April 2002)
Dr. Beth Davies - colleges, university colleges & institutes*
Dr. Robin Fisher - universities (resigned June 2002)
Dr. Neil Guppy - universities*
Dr. Valerie Kuehne - universities (from April 2002)
Dr. David Leeming - university faculty
Mr. Greg Link - colleges, university colleges & institutes*
Ms. Ann McArthur - colleges, university colleges & institutes*
Dr. Lorna McCallum - colleges, university colleges & institutes
Ms. Janice Morris - students (from June 2002)
Dr. Martin Petter - universities (resigned June 2002)
Dr. David Sylvester - private post-secondary institutions (from April 2002)

* reappointed

3.2 Meetings

The 63rd meeting of the Council was held in June at BCIT downtown campus. Following that, the October meeting took place at the College of New Caledonia, Prince George, and the December and March meetings were held at BCIT downtown campus and the Institute for Indigenous Government, respectively. Once approved, minutes are posted to *BCCAT Online* at: *http://www.bccat.bc.ca/council/mcnuminutes.html*

3.3 Committees

The following committees meet as required and oversee most of the projects and activities reported herein: Transfer & Articulation Committee; Institutional Contact Persons Committee; Research Committee; Task Force on Standards and Processes; Transfer Liaison Network; and Publications Committee. Membership on these committees includes both Council members and a significant number of others appointed from within the post-secondary system.

3.4 Staff

The day-to-day operational work of the Council is carried out by the following employees:

Dr. Frank Gelin (Executive Director)
Ms. Finola Finlay (Associate Director)
Ms. Barbara Clague (Executive Secretary) - on medical leave
Ms. Valerie Yorkston (Acting Executive Secretary)
Ms. Jean Karlinski (Administrative Assistant)
Raymond Bendall (Transfer Guide Coordinator) - on contract
Ms. Jennifer Orum (Coordinator, Special Projects) – seconded part-time for 2002-2003.

4. CHART OF MAJOR ACTIVITIES

B.C. COUNCIL ON ADMISSIONS & TRANSFER

Major Activities

Transfer and Articulation

Co-ordinate Articulation Committees & Transfer Agreements

Transfer Policy
- principles and guidelines for transfer
- advice and assistance to Ministry
- advice and assistance to institutions
- information on non-traditional transfer
- liaison with secondary school system

Articulation Committees
- production and distribution of articulation committee handbook
- reception and supervision of minutes and follow-up of issues arising
- appointment of System Liaison Persons
- annual meeting of Chairs and System Liaison Persons

BC Transfer Guide
- co-ordination
- production and distribution

BCCAT Online
- On-line Transfer Guide
- pdf tables
- admissions and system information
- publications
- articulation committee resources
- links to other sites

Improving Transfer
- transfer pathways
- transfer innovation projects
- block transfer
- mediating transfer disputes
- seminars and workshops on articulation and transfer

Associate Degrees
- curricular requirements
- transfer and admission policies

Review and Recommend Transfer Processes

Standards & Processes
- timing issues for transfer students
- tracking issues
- record keeping issues
- information/communication issues
- electronic data interchange (EDI)
- on-line course transfer

Transfer Credit Evaluation Form
- web-based form

Private/Public Articulation
- information on articulation
- information on transfer

Inter-Provincial Transfer
- improvement of inter-provincial transfer
- advice to other provincial jurisdictions
- information on transfer into/out of B.C.
- liaison with international jurisdictions

Admissions

Policy and Practice
- general admissions information
- system-wide summary of institutional policies
- access for transfer and direct entry students
- admission processes for transfer students
- admission requirements for transfer students

Research

Areas of Study
- policy reviews
- transfer student profiles
- transcript assessments
- student surveys (outcomes)
- advising and admissions personnel surveys
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- admissions information
- overall transfer effectiveness

Communications

Publications
- BC Transfer Guide
- BCCAT Online
- newsletters
- research reports
- research report summaries
- policy discussion papers
- brochures
- handbooks
- annual report

System Collaboration
- with institutions
- with agencies
- with system committees
- with Ministry

Student Advising
- student transfer handbook (BC Transfer TIPS)
- TIPS Facilitation guide
- reply to student queries, FAQs
- transfer liaison network
- the Advisor

BRITISH COLUMBIA COUNCIL ON **ADMISSIONS & TRANSFER**

SUPPORTING BC's EDUCATION SYSTEM

MANDATE:
Council's mandate is to provide leadership and direction in facilitating articulation, transfer and admission arrangements among colleges, university colleges, institutes, agencies and universities in B.C. Specifically, the Council develops and promotes policies that facilitate the transferability of credit; publishes a transfer guide and user-friendly student materials; mediates transfer disputes; recommends practices designed to eliminate undue barriers to transfer; and commissions research into the overall effectiveness of the provincial transfer environment.

COUNCIL:
Council members are appointed by the Minister. They consist of two Co-Chairs, and representatives from colleges, institutes, university colleges, universities, faculty, students, school districts, and private institutions.

COMMITTEES:
The Council carries out its work with the assistance of a number of committees, whose members are drawn from the post-secondary system. The standing committees of Council are the Transfer and Articulation Committee; Institutional Contact Persons Committee; Research Committee; Task Force on Standards and Processes; Transfer Liaison Network; and Publications Committee.

Revised April 2003

5. PROJECTS COMPLETED THIS FISCAL YEAR

5.1 B.C. Transfer Guide 2002–2003

The *B.C. Transfer Guide* was completely redesigned, and major portions rewritten. The *B.C. Transfer Guide* had expanded to over 800 pages, and weighed over 3 lbs. It was unwieldy, expensive to produce and mail, and out of date before it arrived. Its main purpose was as a reference tool for all records of formal transfer agreements between institutions.

With the concurrence of the Institutional Contact Persons, the decision was made to move the transfer tables wholly online, where they are easily searchable and updatable. This provided the opportunity to undertake a complete overhaul of the *B.C. Transfer Guide*. New sections were written, existing sections expanded, updated and edited, the FAQ and glossary from *B.C. Transfer TIPS* was adapted for use in this more formal document, additional "Institutional-Specific Transfer Notes" were included, and an index was constructed. The new *Guide* is 116 pages and is less than 1 cm. thick. It is now suitable as a reference manual for transfer policy and processes in B.C. We are currently assessing whether this *Guide* needs to be reissued every year, every second year, or as required.

5.2 BCCAT Online and the Online Transfer Guide

As with the *B.C. Transfer Guide*, our Web site, *BCCAT Online*, underwent a major redesigning this year. This project had three objectives:

- To maximize the use of the *Online Transfer Guide*;
- To provide online the new information developed for the *B.C. Transfer Guide*;
- To improve navigation and URL-identification on the Web site.

5.2.1 To maximize the use of the Online Transfer Guide

Since the transfer tables became available only online, it was important to provide all transfer information in easily locatable and easily searchable formats. Changes to the *Online Transfer Guide* included:

- provision of PDF tables for every institution (sending and receiving) normally updated three times per year;
- provision of PDF tables for the *Business Management Transfer Guide*, updated twice yearly, and for Block Transfer, Advanced Placement and International Baccalaureate transfer guides, updated once yearly;
- provision of a new "Program Transfer" menu which brings together information on transfer in specific disciplines or programs;
- organization of a "Transfer Help" menu including answers to "hot topic" queries;
- expanded list of institutions providing "Institutional-Specific Transfer Notes."

5.2.2 To provide online the new information developed for the B.C. Transfer Guide

Since this years' *B.C. Transfer Guide* brought together information which had previously been available in a variety of places it was important to mirror that information in *BCCAT Online*. Therefore, information developed for the *B.C. Transfer Guide* was edited for suitability for Web publication and located in relevant sections. While all sections underwent change, the most significant reorganizations were to the *Online Transfer Guide*, the "Admissions" section and the "Articulation Committees" area. The *B.C. Transfer Guide* is posted on *BCCAT Online* in PDF format and is found at: *http://www.bccat.bc.ca/otg/pdfs/index.html*

5.2.3 To improve navigation on the Web site

- A new look was developed for all pages except the Home Page, implementing a non-frames approach.
- Site navigation bars and area navigation menus now appear on all pages.
- URLs for all pages and documents now appear in the address bar (not possible with theprevious frames design) allowing for cutting and pasting of URLs into emails and documents.
- Permission was sought and gained to use the free-to-universities Google search engine on the site. This necessitated some background editorial work, particularly to the numerous PDF documents on the site, but site search capability is now significantly improved.

5.3 Web-based Transfer Credit Evaluation Form

This year, after a successful pilot with three institutions, the Web-based transfer credit request form replaced the previous time-consuming and cumbersome paper process. This successful initiative has proved to be a popular innovation with all users since it obviates the need for photocopying, mailing and filing of a very large volume of paper, and significantly improves the speed of transfer credit evaluations. In addition, it allows easy tracking of the status of requests, improving the ability of users to identify and clear up bottlenecks. As of the end of March 2003, all institutions but one are using the Web-based form, with the final institution currently finalizing its plan to switch.

Kwantlen University College hosts the application on its Lotus Notes Domino Server for the entire B.C. Transfer System. After some initial feedback regarding slowness, Kwantlen tripled the size of the pipe connecting their server to the Internet, and users now report great satisfaction with the speed of response time. Kwantlen will undertake any ongoing development of the application as required.

The implementation of the Web-based transfer credit form has been of great benefit to the system, since it has resulted in improved efficiency and timeliness in requesting, approving, and recording new or revised transfer agreements.

5.4 Second Edition of B.C. Transfer TIPS: Transfer Information for Post-Secondary Success

In 2002–2003, BCCAT staff undertook to produce a second edition of our user-friendly student guide to the transfer process: *B.C. Transfer TIPS*. A review of *TIPS* in 2001–2002 had indicated that there was a need for additional information regarding admission to an institution as a transfer student, that several sections could benefit from clearer wording, and that some information needed updating due to changes in the B.C. post-secondary system. Keeping the overall *TIPS* look and design (the *TIPS* "brand"), the text was comprehensively edited and several sections completely rewritten. In particular, the three steps to transferring as a transfer student were clarified: admission to the institution; transferring credit; and applying credit to the program.

Also new this year was the development and distribution of colourful bookmarks as a promotional item for *TIPS* and for other transfer resources.

5.5 Second Edition of B.C. Transfer TIPS Facilitation Guide

Producing a second edition of *B.C. Transfer TIPS* also committed BCCAT to producing a second edition of the *B.C. Transfer TIPS Facilitation Guide*, in use in the secondary school system. BCCAT staff worked collaboratively with the Career Education Society to develop a plan for the new *Facilitation Guide*, and acted as editors for the various drafts. The Career Education Society, under the leadership of Jessie Zielke, produced a very comprehensive *Facilitation Guide*, suitable for use by classroom teachers or by self-directed learners, keeping in mind upcoming changes in the secondary school graduation requirements. Considerably longer than the first edition, the new *Facilitation Guide* has numerous student exercises, case studies, a crossword puzzle, and suggestions for portfolio and other activities. It is anticipated that this *Guide* will be a helpful addition to the resources available to CAPP teachers, career guidance professionals, and high school counsellors.

5.6 Transfer Innovations Projects

Transfer Innovations projects are undertaken by articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer, recommend innovative approaches to transfer, or provide better information on transfer options and pathways within that subject area. Eight projects were completed this year.

5.6.1 Child & Youth Care (Research Project):

- a retrospective study examining the academic performance of students entering these programs at UVic and Malaspina University-College.

Findings showed that the graduating GPAs of block and non-block transfer students at UVic revealed no significant difference. Data problems at Malaspina prevented a similar comparison. Included is a review of the work of the Child and Youth Care Education Consortium in providing multilateral block transfer arrangements among the three child and youth care programs in B.C. and in other provinces. In conclusion, the report found that multilateral block transfer arrangements within a consortium were even more efficient than bilateral block transfer arrangements. *Web publication expected soon.*

5.6.2 Earth Sciences (Descriptive Pathways):

- a study seeking to identify flexible study pathways to satisfy requirements to register as a professional geologist, geochemist, geophysicist or environmental geoscientist in B.C.

This report outlines the development of an Earth Sciences Transfer Grid, which traces all possible routes from sending institutions to UBC, SFU, UNBC, UVic, and OUC, and links directly to the BCCAT *Online Transfer Guide. Web publication expected soon.*

5.6.3 Earth Sciences (Pre-Major):

- a project investigating the creation of a flexible pre-major for Geology/Earth Sciences.

This report provided a comprehensive analysis of the current B.C. transfer environment and considered the creation of a "model program" against which programs could be compared and evaluated. Considerations included the effect of labor market developments on programs and the need for improved communication among relevant institutions. The current focus by universities on building internal flexibility by which transfer issues could be resolved was also noted. Finally, Associate Degree programs were raised as possible alternatives, should the flexible pre-major prove to be unattainable. Available for viewing at: *http://bccat.bc.ca/articulation/projects/EASCflex.pdf*

5.6.4 English (1st Year Aims):

- a report expanding the initial document 'Aims for Writing Courses,' and detailing a list of aims for six credits of first year English, including Writing and Literature courses.

The English Articulation Committee recommended that all institutions give due consideration to using these aims in all matters relating to English articulation. Available for viewing at: *http://www.bccat.bc.ca/articulation/projects/aims2002.pdf*

5.6.5 Environmental Programs (Block Transfer):

- a project aimed at increasing the number of environmental program block transfer agreements throughout the B.C. post-secondary system.

The report summarized various project-related activities, including a workshop for interested Environmental Science Coordinators which resulted in one transfer agreement. In addition, discussions took place between UBC and Northwest Community College concerning a possible block transfer arrangement, as well as between Langara College and the Open Learning Agency regarding the potential development of an Associate Environmental Studies degree for transfer. Available for viewing at: *http://www.bccat.bc.ca/articulation/projects/envirblock.pdf*

5.6.6 Hospitality Management (Block Transfer):

- a project intended to establish formal articulation agreements between the colleges offering the Hospitality Management common core curriculum and the University of Victoria.

The objective was a formal block transfer agreement that would allow graduates of the two-year Hospitality Management diploma programs access to the third year of the Bachelor of Commerce degree at UVic. In addition, a mechanism facilitating the development of consensus regarding curriculum changes was also sought. In conclusion, formal partnership agreements were reached between the University of Victoria and the main feeder colleges (Vancouver Community College, Douglas College, and Camosun College). Available for viewing at: *http://www.bccat.bc.ca/articulation/projects/hospblock.pdf*

5.6.7 Mathematics/Statistics (1st Year Core Curriculum):

- a report detailing the development of a core curriculum for first-year calculus streams (Sciences and Social Sciences/Business).

Of the courses examined, it was found that the number of topics common to all was proportionately quite large. In order to determine a set of topics for inclusion, an "enabling transfer" approach was seen to be essential for general agreement. The report includes a recommendation for adoption of the curriculum throughout B.C. Available for viewing at: *http://www.bccat.bc.ca/articulation/projects/calculus.pdf*

5.6 8 Physical Education & Kinesiology (Block Transfer):

- a report outlining a block transfer model that could be used at B.C. institutions offering Physical Education and/or Kinesiology.

This project included a review of general educational outcomes and minimum education standards as outlined by the Canadian Council of University Physical Education and Kinesiology Administrators. A transfer model framework was developed that included four components: discipline core courses, discipline transfer electives, the English requirement and the Arts/Science/Business requirements. Available for viewing at: *http://www.bccat.bc.ca/articulation/projects/PhysEdblock.pdf*

5.7 TAP-Funded Projects

The Transfer & Articulation Project (TAP) Fund provides small grants for articulation and transfer-related projects (such as brochure and Web site design) that do not fit the criteria for Transfer Innovations projects. Three TAP-Funded projects were completed this year.

5.7.1 Women's Studies:

- a Web site describing the nature of Women's Studies.

This site provides information on programs and courses available throughout B.C. and outlines pathways via direct entry from high school and via transfer. *Web publication expected soon.*

5.7.2 Geography:

- a Web site for the Geography Articulation Committee.

This site includes a Statement of Purpose, a list of representatives on the Committee, information on upcoming meetings, an archive of meeting minutes, and a home for the Geography descriptive pathways grids. Available for viewing at: *http://www.langara.bc.ca/geography/articulation/index.htm*

5.7.3 Forestry:

- a brochure providing an overview of the various post-secondary forest education options available in B.C.

This brochure briefly describes major careers in Forestry and outlines career pathways, including direct entry into technical and degree programs, as well as transfer. Available for viewing at: *http://www.bccat.bc.ca/otg/program/forestry/brochure.pdf*

5.8 Research Projects Completed in 2002-2003

5.8.1 Educational and Occupational Participation and Completion Patterns of the Class of '88

- by Lesley Andres, Dept. of Educational Studies, UBC. (June 2002, 61 pages)

Part of an extensive longitudinal study, this research report describes the post-secondary educational participation (within and without British Columbia) and occupational patterns of the B.C. Grade 12 graduating class of 1988 ten years later. It details: post-secondary institutions attended; credentials earned; aspirations and expectations; relationship between high school credentials and post-secondary completion status; post-secondary financing; and employment and earnings. A gender breakdown is provided for each topic. Available for viewing at: *http://www.bccat.bc.ca/pubs/andres2002.pdf*

5.8.2 Ten Years Out: Educational and Occupational Patterns of the Class of '88

- by Lesley Andres, Dept. of Educational Studies, UBC. (July 2002, 4 pages)

This is a four-page "Research Results" synopsis of the full report (above). Available for viewing at: *http://www.bccat.bc.ca/pubs/rr_july02.pdf*

5.8.3 A Retrospective Look at Block Transfer Credit for Child and Youth Care Undergraduate University Students

- by Roy Ferguson, School of Child and Youth Care, University of Victoria. (October 2002, 21 pages)

This retrospective study examined the academic performance of students who had entered Child and Youth Care degree programs at the University of Victoria (UVic) and Malaspina University-College (MUC) with block transfer credit. For further details, see page 19 where this study is listed as a Transfer Innovation project. *Web publication expected soon.*

5.8.4 Analysis of Applications, Admissions and Registrations of B.C. College Transfer Applicants to B.C. Universities, 2001-02

- by Joanne Heslop, Analyst, Office of Analytical Studies, Simon Fraser University (December 2002, 36 pages)

This report summarizes the multiple application, qualification, admission and registration patterns of the 8,792 college transfer students who applied for admission to at least one of four B.C. universities in the academic year 2001-2002. The number and proportion of qualified applicants denied admission is also included, as is comparable data for students entering these universities directly from a B.C. high school. Available for viewing at: *http://www.bccat.bc.ca/pubs/heslop2002.pdf*

5.8.5 Significant Factors in the Development of Transfer and Articulation Policies among Post-Secondary Institutions in British Columbia

- by John D. Dennison, Professor Emeritus, UBC (December 2002, 8 pages.)

This paper documents the critical factors, beginning with the advent of community colleges in the late 1950s, which initiated and sustained successful transfer and articulation policies among the diverse institutions in the B.C. post-secondary education

system. It takes into account the influence of key individuals of authority to garner widespread support and trust for what is now well established practice in British Columbia. Available for viewing at: *http://www.bccat.bc.ca/pubs/dennison2002.pdf*

5.8.6 Annotated Bibliography of BCCAT Research

- by Jean Karlinski, BCCAT. (February 2003, 13 pages)

Although not a research report, this bibliography provides a detailed summary of BCCAT conducted and sponsored research documents available from the BCCAT Web site. All such documents have been written to assist in the development, implementation, and/or assessment of public policy and practice pertaining to post-secondary admissions and transfer in British Columbia. Reports cited were published in the period April 1996 to February 10, 2003. Available for viewing at: *http://www.bccat.bc.ca/pubs/biblio.pdf*

5.8.7 2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the B.C. College & Institute Outcomes Survey

- by Jill Lawrance, Centre for Education Information (March 2003, 82 pages)

This study profiles the admission and transfer experiences of almost 7,000 students who continued their studies in B.C.'s public post-secondary system after having participated in either an Arts and Science or an Applied program in a community college, university college, or institute. It also includes a very limited analysis of the admission experiences of students who did not continue their studies. The report is based on input received from students through the "Year 2002 B.C. College and Institute Student Outcomes Survey." A set of recommendations to institutions arising from the findings is included in the report. Available for viewing at: *http://www.bccat.bc.ca/pubs/ceissfeb03.pdf*

In addition, a "Research Results" newsletter summarizing the findings from this research will be distributed to the system in April, 2003, and will be available for viewing at: *http://www.bccat.bc.ca/pubs/rr_apr03.pdf*

5.8.8 Associate Degrees Awarded in British Columbia 1993/94 to 2001/02

- by Jean Karlinski, BCCAT. (March 2003, 8 pages)

The Associate Degree is a rigorous two-year credential offered by many B.C. post-secondary institutions, and for which the requirements are set provincially. This report details the number of Associate Degrees, both Associate of Science and Associate of Arts, awarded in B.C. between 1993/94 and 2001/02 by institution and year, and discusses the factors that may influence the number of students pursuing the credential. Available for viewing at *http://www.bccat.bc.ca/pubs/assocawards03.pdf*

5.8.9 Articulation Costing Project, Phase I

- by Jeremy Jarvis, J. Jarvis & Associates. (May 2002, 39 pages)

This pilot study was initiated to investigate the resources committed to formal articulation at institutions in British Columbia. Three institutions and five disciplines were studied. Individuals in central administration, departmental administration and faculty were interviewed regarding time spent in the articulation process. Estimates were collated based on certain predefined functional areas. The results confirmed the need for further study, due to the high degree of deviation in the responses from the interviewees.

6. PROJECTS IN PROGRESS

6.1 Transfer Innovations & TAP-Funded Projects

The following Transfer Innovations projects are currently underway:

- ***ABT/Office Administration (Descriptive Pathways):*** development of a matrix detailing transfer pathways.

- ***Early Childhood Education (Course Equivalencies):*** development of provincial matrix of ECE transferable courses, formatted for posting on the *Online Transfer Guide*, together with a model for annual revision.

- ***Earth Sciences/Geography (First Year Learning Outcomes/Transferability):*** analysis of learning outcomes for first year courses, leading to recommendations for improved transfer.

- ***Theatre (Flexible Transfer):*** development of a Flexible Program Transfer Agreement model, based on analysis of transfer patterns.

With regard to TAP-Funded projects, only one (a brochure for Tourism Management) is in progress at the present time.

6.2 Research Studies

6.2.1 B.C. Post-Secondary Admissions Information: High School Perspectives

- by Jennifer Orum, BCCAT. (March 2002, 31 pages)

Acting on information which suggested that there may be a need for an integrated description of various admissions requirements for B.C. post-secondary institutions, BCCAT undertook to survey high school counsellors for their perceptions as to the availability of clear information on post-secondary institutional and program admission criteria. This report, which is nearing completion, details the information received from this survey, identifies some major issues, and makes recommendations for addressing those issues and gathering further information. It is anticipated that an action plan will be developed in 2003-04 to address the issues identified in this research.

6.2.2 Articulation Costing, Phase II

"Articulation Costing Phase II" is a follow up from the "Articulation Costing Phase I" report that concluded that further study was needed in order to approach a more accurate understanding of the amount of time institutions and the system at large are spending on formal articulation activities as well as case-by-case articulation. In addition, this study looks at the benefits of articulation. This report will be completed by fall 2003.

6.2.3 Academic Performance of Transfer and Direct Entry Students

The Office of Analytical Studies at SFU is coordinating a study that will attempt to determine to what degree any observed differences in academic performance at university between B.C. college transfer students and those entering directly from high school can

be attributed to differences in high school grades obtained by these two groups. This report is expected to be completed in 2003-04.

6.2.4 University Colleges as Transfer Receiving Institutions

"A Study of University Colleges as Transfer Receiving Institutions" is a four-year undertaking. A preliminary report exploring the available data, recommending ways to proceed with an analysis, and exploring a reporting format was completed in 2001-2002. A report on university college graduates based on at least three years' worth of data is expected in early 2003-2004. The final report, including an additional three years' worth of comparative data, is due in summer 2005.

6.2.5 Student Profile Report: University of Northern B.C.

The University of Northern B.C. is in the process of completing its third transfer student profile report for the Council. "The Profile of BC College Transfer Students Admitted to the University of Northern B.C., 1998/99 to 2000/01" will include detailed demographic information about transfer students entering UNBC. Data will include the number of transfer students, where they transferred from, number of credits transferred, programs entered, and performance after transfer. Academic performance of transfer students will be compared to that of direct entry students. The final report is expected in 2003-2004.

6.2.6 University Outcomes: Direct Entry and Transfer Students – Class of 1996

The report "The Class of 1996 Five Years after Graduation: Comparing B.C. University Outcomes for Direct Entry and Transfer Students" is being prepared by the Planning and Institutional Research Office, UBC and is nearing completion. Using data from the 2001 B.C University Baccalaureate Graduate Survey, the study examines and compares the educational, personal and work experiences of transfer students and direct entry students. In addition to a full research report, a brief "Research Results" synopsis is also being undertaken for broad system-wide distribution in 2003-2004.

6.2.7 Expanded Study: Transfer Applicants to B.C. Universities

BCCAT sought and received support from the universities and university colleges to expand the university applicant study undertaken by SFU last year (see "Analysis of Applications, Admissions and Registrations of B.C. College Transfer Applicants to B.C. Universities, 2001-02," page 22) to include applicants to B.C.'s five university colleges. Funding was received from the Ministry of Advanced Education at the end of fiscal year 2002-2003 to undertake this study. It is anticipated that this study will be completed in 2003-2004.

6.2.8 Using Student Personal Education Numbers (PEN) to Measure Student Mobility

BCCAT explored with various components of the educational system the feasibility of implementing a pilot project to measure student mobility into and between our post-secondary institutions. The capacity to integrate data from the university sector with the other sectors remains uncertain. It was concluded that further study is required before such a project could be undertaken.

7. REGULAR and ONGOING ACTIVITIES

7.1 Institutional Contact Persons (ICPs)

The annual meeting of the Institutional Contact Persons (ICPs) is held each year in May. This committee is composed of two representatives (primary and secondary) from each post-secondary institution listed as a "sending" or "receiving" institution in the *B.C. Transfer Guide* and serves as the main point of contact between BCCAT and the post-secondary institutions which make up the transfer system. The main role of ICPs is to oversee the administration of transfer credit arrangements that are subsequently recorded in the *Online Transfer Guide*. As such, ICPs tend to be registrars or staff who work in the Registrar's or Admissions Office at their respective institutions.

Considerable time at the May 2002 ICP meeting was spent seeking feedback and guidance on the revised *B.C. Transfer Guide* and on the resultant changes to the *Online Transfer Guide*. Also, at this meeting, plans were finalized for the large-scale implementation of the Web-based transfer credit evaluation form, following the successful pilot project.

7.2 B.C. Transfer Guide & the Online Transfer Guide

Twenty-four hundred copies of the *B.C. Transfer Guide* were printed in July and distributed throughout the post-secondary system, as well as to senior secondary schools, public libraries, and others. This year, since the transfer tables were available only online for part of the year, it was interesting to note an increase in Web site usage. In November, the most popular page ("Query by Sending Institution") reached the one million hit mark. And in February, the Home Page registered its one millionth "hit". The *Online Transfer Guide* is updated twice monthly. More details about *Online Transfer Guide* activities can be found on page 17 of this report.

7.3 BCCAT Online – www.bccat.bc.ca

The Web site is the most important communication tool of the Council. A "What's New" section on the Home Page highlights additions made in the preceding three months. All publications, Council meeting minutes and other relevant publications are posted on the site. One of the indications of its usefulness is the number of queries received by the Webmaster and by BCCAT staff. Close to 200 such queries, mostly from students, were received and responded to this year.

7.4 B.C. Transfer TIPS: Transfer Information for Post-Secondary Success

B.C. Transfer TIPS is a practical resource targeted at first year post-secondary students, which explains how the credit transfer process works in British Columbia. This publication has been distributed annually to all post-secondary institutions listed in the *B.C. Transfer Guide*, since 1999. This year approximately 35,000 copies were distributed free of charge to all post-secondary institutions in the B.C. Transfer System, along with bookmarks and a limited number of posters.

For the second year in a row, *B.C. Transfer TIPS* was mailed to senior secondary school principals with a request that they be made available to senior Career and Personal Planning teachers and to senior counsellors. (1,500 copies in March 2003). School superintendents and the Executive Director of the B.C. School Superintendents' Association were informed of this mailing with a single copy provided.

With BCCAT permission, parts of *B.C. Transfer TIPS* are included in the official guide for transfer in Illinois' *iTransfer* site: found at: *http://dev.itransfer.org/IAI*

7.5 B.C. Transfer TIPS Facilitation Guide

The revised, second edition of this resource was made available on *BCCAT Online*. At the time of the writing of this report, the Ministry of Education was giving consideration to recognizing the *Facilitation Guide*, along with *B.C. Transfer TIPS*, as an approved resource for use in secondary school.

7.6 Articulation Committees

Reporting to the Transfer & Articulation Committee (TAC), BCCAT staff members maintain liaison with all currently recognized articulation committees, receiving and responding to their minutes, noting contact information for their Chair/Co-chairs and System Liaison Persons, and recording the dates and locations of upcoming meetings. They attend as many meetings of the committees as reasonable, attempting to visit all committees over a three or four year period. Particular concerns of committees are addressed at the request of the committees.

At the end of 2002-2003, the number of articulation committees was 70. This year the TAC approved the addition of a co-committee structure for Communications (Written and Oral), and finalized approval for Media and Communications Studies (MACSAC). In addition, the TAC declared the Recreation Education Articulation Committee inoperative, since it did not appear to have met for several years.

The addition of representatives from secondary schools to provincial post-secondary articulation committees had been a collaborative endeavour between BCCAT and the Centre for Curriculum Transfer and Technology (C2T2), with C2T2 serving as the link with the B.C. Teachers' Federation and the Career Education Society to identify and designate secondary school teachers to sit on the committees. A major review of this initiative was undertaken last year which indicated near-universal support for the concept. Unfortunately, the Ministry of Education was unable to continue funding for this initiative and so this year very few secondary school representatives attended post-secondary articulation committee meetings. It is hoped that this funding can be restored in the future.

This year, following on an inconclusive pilot study, BCCAT has commissioned a more in-depth study on the costs and benefits of the articulation processes in use in B.C. This project is described in more detail on page 23.

Due to the illness of the Executive Secretary, BCCAT was unable to host the regular forum of the Chairs and System Liaison Persons of articulation committees this year.

7.7 Research and Publications

Working with both the Research Committee and the Publications Committee, Council staff dedicate a considerable amount of time to the development, publication and dissemination of a significant number of publications which are made available free of charge across the B.C. post-secondary system. Involvement includes writing, reviewing and editing, coordinating peer review processes, arranging for printing and final distribution, and Web publishing. The range of publications, in addition to the flagship *B.C. Transfer Guide*, includes newsletters of a general update nature as well as "Advisors", discussion papers on specific topics pertaining to admissions and transfer initiatives, and lengthy research reports. (See the Appendix to this report, which includes a comprehensive listing of BCCAT publications during the fiscal year 2002-2003.)

7.8 Associate Degrees

The Associate Degree is now awarded special transfer credit at all B.C. universities and university colleges. For a description of institutional transfer policies, see: *http://www.bccat.bc.ca/otg/associate/transferwith.html*

BCCAT undertook to survey institutions offering the credential to examine whether or not there were any trends in the number of Associate Degrees awarded. See page 23 for details.

Although BCCAT is not the official "manager" of the Associate Degree, by default it has fallen to the Council to deal with all or most issues pertaining to this provincial credential. Each year the Council receives and responds to numerous inquiries, such as requests for advice on institutional policy, or clarification of requirements. This year, staff has responded to the following related to the Associate Degree:

- ***B.C. Institute of Technology:*** laddering of Associate Degrees into degree programs at BCIT.
- ***Douglas College:*** applicability of Kinesiology courses to Associate of Science Degree requirements.
- ***Kwantlen University College:*** articulation of Associate Degree concentration with a university.
- ***Ministry of Advanced Education:*** (a) private institutions in the B.C. Transfer System wishing to be approved to confer Associate Degrees, and (b) definition of Associate Degree for policy development purposes.
- ***North West Community College:*** interpretation of Humanities requirement.
- ***Northern Lights College:*** conferring an Associate of Science Degree.
- ***Selkirk College:*** acceptability of Computer Science courses to satisfy Arts requirements for an Associate of Science degree.

- ***Simon Fraser University:*** (a) inclusion of BCOU in policy, and (b) proposed changes to Priority Admission policy for students with an Associate Degree.
- ***Trinity Western University:*** acceptability of Associate Degrees from outside B.C.
- ***Vancouver Community College:*** developing an Associate Degree.

Partly in response to the volume of inquiries, staff has decided to develop a Frequently Asked Questions resource about Associate Degrees. Once completed next year, this resource will be posted to the Web site.

7.9 Admissions Issues

BCCAT responded to several queries from the college sector pertaining to student admission quotas as well as questions related to existing admissions policies and practices. The Council contemplated establishing an Admissions and Access Committee and this idea was incorporated into the proposed request to fund an additional Associate Director position in 2003-2004.

8. SUPPORT TO THE SYSTEM

As in past years, Council staff responded to many requests for assistance and support from individual institutions, agencies, committees, and the Ministry as well as to inquiries with respect to potential misunderstandings and difficulties. Staff members assist in mediating disputes as and when requested to do so. In 2002–2003, besides those pertaining to the Associate Degree (see page 23), BCCAT staff assisted institutions in a number of areas. Those listed below are those which involved some expenditure of staff time in responding.

- ***B.C. College of Teachers:*** met with the Registrar and Director of Certification to discuss issues arising from the *Inter-Provincial Agreement on Trade: Teacher Certification* and the implications of its requirement that courses taken in Canada must be from institutions with AUCC membership.
- ***B.C. Registrars Association:*** discussed the feasibility of examining a common grading scale for B.C. post-secondary institutions.
- ***Capilano College:*** discussed issues related to admissions.
- ***Centre for Educational Information:*** assistance in defining what kinds of transfer agreements need to be incorporated into the data warehouse.
- ***Centre for Higher Education and Training (CHET):*** presentation at UBC entitled "The B.C. Transfer System: What's Working Well? What Needs Improvement?"
- ***College of New Caledonia:*** (a) inquiry regarding "Applied Associate Degrees"; and (b) inquiry pertaining to obtaining transfer credit for UBC's "Arts One" program and the arrangements that existed for such in the early 1970's.

- ***College of the Rockies:*** articulation of English courses.

- ***Columbia College:*** transfer credit for overseas courses.

- ***Corpus Christi College:*** workshop on the B.C. Transfer System for high school counsellors from independent schools.

- ***Douglas College:*** (a) articulation of a Psychology course; (b) when to rearticulate courses; (c) presentation at annual Professional Development Day on public-private articulation; and (d) admissions issues.

- ***Institute of Indigenous Government:*** (a) assistance regarding Articulation Committee meeting, and (b) hosting Council meeting.

- ***Justice Institute:*** several items regarding JI records in the *Online Transfer Guide*.

- ***Kwantlen University College:*** (a) several issues related to transfer and/or recognition of KUC degree programs; (b) articulation with a private institution; and (c) articulation of CE courses.

- ***Langara College:*** criteria for articulation with private institutions.

- ***Ministry of Advanced Education:*** (a) provided advice in response to student queries and complaints; (b) responded to questions regarding institutional and system policies and practices; (c) assisted with orientation of new Ministry staff to our post-secondary transfer system; (d) submitted to core review consultations; and (e) negotiated institutional and system-wide accountability measures with respect to transfer.

  With respect to system-wide measures of accountability on transfer-related matters, BCCAT developed database queries for our *Online Transfer Guide* to count the number of transfer credit agreements in the post-secondary system and the changes that occur from year to year.

- ***Ministry of Education:*** (a) attended symposia about proposed new requirements to graduate from secondary school in B.C., and (b) submitted formal letter on the interface of graduation requirements with post-secondary admission requirements.

- ***North Island College:*** grading system.

- ***Northwest Community College:*** (a) block transfer issues; and (b) grading issues.

- ***Okanagan University College:*** Earth Sciences program listing in the *Online Transfer Guide* "Program Transfer" Section.

- ***Outcomes Working Group:*** provided advice on how best to report Arts and Science data in the annual "College and Institute Student Outcomes" project.

- ***Simon Fraser University:*** implications of undergraduate curriculum changes.
- ***Technical University:*** issues regarding dissolution of TechBC and student transfer.
- ***University College of the Cariboo:*** *Transfer Guide* items.
- ***University College of the Fraser Valley:*** workshop for faculty and administrators on upper division/lower division distinctions.
- ***University of B.C:*** (a) clarification of articulation processes, and (b) presentation to Higher Education class.
- ***University of Victoria:*** (a) recording of Child and Youth Care agreements; and (b) Engineering curriculum change.
- ***Vancouver Community College:*** workshop for administrators and faculty on developing university-transfer courses and excellent articulation policies and practices.

In addition, the Council offered rent-free use of its 16-seat meeting room adjacent to the Council's offices. It was regularly accessed in 2002-03 by a wide variety of groups and organizations connected with the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education as well as providing system-wide cost savings.

9. PRIVATE POST-SECONDARY INSTITUTIONS

The Council continues to liaise with the Ministry and the post-secondary system to determine policy direction with respect to issues of private-to-public articulation. We also continued to liaise with The University Presidents' Council regarding the "Joint Committee to Review TUPC Private Institution Evaluation Policy." This committee has produced a draft process by which a private institution is included in the B.C. Transfer System. However, that process is currently on hold, pending review of the institutional and program assessment criteria and process to be established by the new Degree Quality Assurance Board.

This year staff received and responded to inquiries from or regarding 16 separate private institutions. Most were inquiring about the process of articulation with public institutions, or requesting information about the status of private institutions in B.C., especially in regards to transferring credit. In particular, staff spent considerable time dealing with inquiries from or regarding the University of Phoenix. In addition, staff received several inquiries pertaining to the general issue of institutional accreditation of Canadian post-secondary institutions.

10. COLLABORATION WITH OTHER GROUPS

During this fiscal year Council staff members interacted with most of the agencies, organizations and committees that serve the B.C. post-secondary system. In the case of some committees, the Executive Director or Associate Director attends all or most meetings, or sits as an associate member (e.g. BCRA, SAAF, OWG). In other cases, such as with other agencies, we engage in joint projects, or collaborate extensively as required. In some cases, contact is on an "as needed" or "as requested" basis. See section 8, page 29 for details of other support offered to system groups or organizations.

10.1 Ministries, Agencies, Groups & Organizations in B.C.

- ***Academic & Career/Technical Deans & Directors***
- ***B.C. College Presidents***
- ***B.C. Institutional Researchers & Planners (BCIRP)***
- ***B.C. Registrars Association (BCRA)***
- ***Canadian Federation of Students, B.C. Component (CFS)***
- ***Centre for Curriculum, Transfer & Technology (C2T2)***
- ***Centre for Education Information (CEISS)***
- ***Industry Training & Apprenticeship Commission (ITAC)***
- ***Senior Academic Administrators' Forum (SAAF)***
- ***Senior Educational Services Officers Committee (SESOC)***
- ***The University Presidents' Council (TUPC)***
- ***University Colleges of British Columbia (UCBC)***
- ***Vancouver Board of Trade***

10.2 Out-of-Province & National Organizations

It is important to facilitate the improvement of student-friendly policies and practices that will enhance student mobility and transfer between institutions across the country. During this fiscal year, the Council was involved in the following activities:

- ***Alberta Council on Admissions and Transfer (ACAT):*** BCCAT maintains a close working relationship with ACAT by sharing information and seeking assistance as appropriate. Of particular value this year was learning more about Alberta's approach to accreditation of and articulation with new private degree granting institutions. In response to their request, we provided detailed information on the various research approaches and studies we have undertaken to help inform public policy on transfer related issues.

- ***Association of Canadian College Schools of Business:*** The Associate Director made a presentation about the *B.C. Business Management Diploma Programs Transfer Guide.*

- ***Campus Canada and LeARN:*** Campus Canada is a national consortium of Canadian post-secondary universities and colleges that offer a growing selection of online degrees and diplomas delivered by Canadian universities and colleges and for which there is a commitment to maximize the transferability of credits for such courses. During the past year, a Learning Assessment and Recognition Network (LeARN) was proposed to become the recognized provider of assessment services to Campus Canada. BCCAT was invited to assist in the deliberations regarding the establishment of LeARN. We recommended that their mandate be expanded to include not only Prior Learning Assessment and foreign credential evaluation services but also the articulation of formal transfer agreements for traditional learning completed in Canadian post-secondary institutions. That recommendation is currently under consideration.

- ***Canadian Alliance of Education and Training Organizations (CAETO):*** BCCAT assisted with a project designed to encourage greater use of articulation agreements between and among education and training institutions. CAETO has prepared a paper titled *"Recognition of Learning: an Overview of Articulation Agreements in Canada"* which describes the general status of articulation and credit transfer arrangements in various provincial jurisdictions in Canada. BCCAT was also asked to consider preparing a "How to Articulate" handbook applicable across all provinces. This request will be considered in our planning for 2003-04 and would be subject to external funding being made available. Available for viewing at: *http://www.caeto.ca/projects/articulation/Final_ArtOverviewCOMPFEb703.pdf*

- ***Canadian Institutional Research and Planning Association (CIRPA):*** BCCAT provided information regarding BCCAT research reports and activities. CIRPA profiled our research in their May 2002 news bulletin.

- ***Council of Ministers of Education, Canada (CMEC):*** The Executive Director represented the Province of British Columbia on the Credit Transfer Working Group, whose mandate was to recommend steps to improve the transferability of credits for students moving between provinces. Based on the B.C. experience, the Executive Director successfully argued that improving inter-provincial transfer requires each province to establish mechanisms to promote and coordinate transfer credit arrangements within its own jurisdiction. Once effective intra-provincial transfer policies are in place, provinces could consider developing inter-provincial protocols guaranteeing the portability of credits. This view is reflected in the "Ministerial Statement on Credit Transfer in Canada" which was formally approved in October, 2002. BCCAT continues to participate with the Credit Transfer Working Group. The protocol can be viewed at: *http://www.cmec.ca/publications/winnipegstatement.en.asp*

- ***Human Resources Development Canada (HRDC):*** The Executive Director provided advice pertaining to the Knowledge Matters initiative that focuses on ensuring Canada's current and emerging workforce is highly skilled and adaptable. Educational contacts within B.C. were provided to HRDC for further follow-up. The Executive Director attended a national workshop on "Strengthening Accessibility and Excellence: a Roundtable on Access to Post-Secondary Education" in Edmonton and the Federal Government's National Summit on Innovation and Learning in Toronto.

- ***National Record and Transcript Guide:*** In 2001-2002 BCCAT worked closely with the Association of Registrars of Universities and Colleges of Canada (ARUCC) to develop a proposal for national record and transcript guidelines modeled after those in B.C. In particular, BCCAT assisted with securing funding from HRDC for the project. In spring 2002, HRDC awarded a grant of approximately $234,000 to complete the "Canadian Transcript Guide Project." Implementation of the project, which required extensive consultation across the country, is near completion and a national transcript guide should be available early in 2003-04. For additional information, go to: *http://arucctranscriptguide.homeunix.org:8080/*

- ***Newfoundland and Labrador Council of Higher Education:*** The Executive Director met with senior Ministry staff to review initiatives in our respective provinces.

- ***Ontario College-University Consortium Council:*** The Executive Director provided advice on various facets of their operations and future directions.

- ***Saskatchewan Learning (a Department of the Government of Saskatchewan):*** The Executive Director provided extensive information about the workings of our *Online Transfer Guide* and provided advice on how Saskatchewan could design and implement their own transfer guide.

10.3 International Contacts

- ***American Association of Collegiate Registrars and Admissions Officers (AACRAO):*** The Executive Director accepted an invitation to participate in their National Task Force on Transfer. Interacting with various transfer agencies in the U.S. provides valuable insights into how our transfer practices could be improved. AACRAO has undertaken a detailed examination of the work of BCCAT and the B.C. Transfer System.

- ***Australian Qualifications Framework:*** This refers to a unified system of 12 national qualifications in schools, vocational education and training, and the higher education sector (mainly universities). The Executive Director provided information on B.C.'s Associate Degree in response to a paper entitled "A

Review of Possible Inclusion of an Associate Degree in the Australian Qualifications Framework."

- ***Global Educators Network:*** The Associate Director facilitated an online seminar on the topic of "Transfer Credit and Online Courses."

- ***Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO):*** The Associate Director did a conference presentation on the topic "Leveling the Playing Field: the Work of the Task Force on Standards and Processes."

- ***Washington State Board for Community and Technical Colleges:*** The Executive Director met with their Assistant Director of Educational Services to discuss a number of current initiatives within our respective jurisdictions and, in particular, focused on private-to-public articulation issues as well as approaches to block and flexible transfer.

APPENDIX:
BCCAT Publications: April 1, 2002 – March 31, 2003

This appendix lists all of the documents produced by BCCAT during the fiscal year 2002-2003, including their locations on the BCCAT Web site. All such documents are included in the package sent to the Ministry of Advanced Education.

Number & Date	Publication Type & Title	# of Copies	Distribution List	Web Site Location
#1 April 2002	Report: ***Annual Report for 2001-2002 to the Ministry of Advanced Education***	350	MAVED, institutional presidents, VPs Academic, VPs Student Services, Ed council & Senate Chairs, IR Offices, Council and its committees, Agencies, etc.	*http://www.bccat.bc.ca/pubs/ar01-02.pdf*
#2 May 2002	Manual: ***British Columbia Transfer Credit System "User's Manual" Version 1.0***	32	Institutional Designated Users, Online Transfer Form System	*Not posted on Web.*
#3 June 2002	Report: ***Educational and Occupational Participation and Completion Patterns of the Class of '88 (Andres)***	175	Institutional Presidents, VPs Academic, VPs Student Services, I.R. Offices, MAVED, system organizations	*http://www.bccat.bc.ca/pubs/andres2002.pdf*
#4 July 2002	Research Results: ***Ten Years Out: Educational and Occupational Patterns of the Class of '88 (Andres)***	3,000	MAVED, post-secondary institutions, system organizations, "friends of BCCAT"	*http://www.bccat.bc.ca/pubs/rr_july02.pdf*
#5 July 2002	Guide: ***B.C. Transfer Guide – 2002-2003 (revised, reorganized, redesigned)***	2,400	Post-secondary institutions, senior secondary schools, public libraries, career training centres, etc.	*http://www.bccat.bc.ca/pubs/bctg02-03.pdf*
#6 September 2002	Handbook: ***B.C. Transfer TIPS – Second Edition***	35,000	In bulk to post-secondary institutions for students, advisors, counsellors, etc. Also to senior secondary schools in March '03.	*In 3 formats:* *http://www.bccat.bc.ca/pubs/tips.pdf* *http://www.bccat.bc.ca/tips/index.html* *http://www.bccat.bc.ca/tipsst/index.html*

Number & Date	Publication Type & Title	# of Copies	Distribution List	Web Site Location
#7 September 2002	**Bookmark:** ***"Be Informed – Use These Tools for Transfer"***	38,000	In bulk to post-secondary institutions for students, advisors, counsellors, etc. Also to senior secondary schools in March '03.	*Not posted on Web.*
#8 October 2002	**Newsletter: General**	3,000	MAVED, post-secondary institutions, system organizations, "friends of BCCAT"	*http://www.bccat.bc.ca/pubs/nl_oct02.pdf*
#9 October 2002	**National Protocol:** ***Ministerial Statement on Credit Transfer in Canada****	N/A	N/A	*http://www.cmec.ca/publications/winnipegstatement.en.asp*
#10 December 2002	**Report:** ***Analysis of Applications, Admissions and Registrations of B.C. College Transfer Applicants to B.C. Universities, 2001-02 (Heslop)***	190	Institutional Presidents, VPs Academic, VPs Student Services, I.R. Offices, MAVED, system organizations	*http://www.bccat.bc.ca/pubs/heslop2002.pdf*
#11 January 2003	**Report:** ***Significant Factors in the Development of Transfer and Articulation Policies among Post-Secondary Institutions in British Columbia (Dennison)***	N/A	Web-based only	*http://www.bccat.bc.ca/pubs/dennison2002.pdf*
#12 January 2003	**Manual:** ***B.C. Transfer Guide/BCCAT Online Procedures Manual***	N/A	For Internal Use	*Not posted on Web.*
#13 February 2003	**Guide:** ***B.C. Transfer TIPS Facilitation Guide***	350	Senior secondary schools	*http://www.bccat.bc.ca/pubs/tipsfg.pdf*
#14 March 2003	**Bibliography:** ***Annotated Bibliography of BCCAT Research (Karlinski)***	N/A	Web-based only. Distributed as required.	*http://www.bccat.bc.ca/pubs/biblio.pdf*

* Produced by Council of Ministers of Education, Canada (CMEC) with assistance from BCCAT.

Number & Date	Publication Type & Title	# of Copies	Distribution List	Web Site Location
#15 March 2003	Report: ***2002 Admissions & Transfer Experiences of Students Continuing their Studies in B.C: Findings from the 2002 B.C. College & Institutes Outcomes Survey (Lawrance)***	210	Institutional Presidents, VPs Academic, VPs Student Services, I.R. Offices, MAVED, system organizations	*http://www.bccat.bc.ca/pubs/ceisfeb03.pdf*
#16 March 2003	Report: ***Associate Degrees Awarded in British Columbia: 1993/94 to 2001/02 (Karlinski)***	N/A	Web-based only	*http://www.bccat.bc.ca/pubs/assocawards03.pdf*